PEACE CORPS
volunteer
APRIL 1967

peace *vi* : to be, become, or keep silent or quiet — often used interjectionally

Peace Corps \'pēs \'kō(ə)r\ *n* **1** : agency of Volunteers which makes friends for the United States and gains insights into foreign cultures **2** : special kind of graduate school in which Volunteers learn as they serve **3 a** : agency which sends overseas Volunteers it has specially trained to do a specific job to fill shortages of skilled manpower **3 b** : agency which sends overseas Volunteers who have professional skills which are fairly rare in the host country and are necessary to its development **4** : agency whose members change attitudes and develop human resources **5** : agency which combines two or more of the above definitions **6** : *to be filled in*

7 :

8 :

etc.

A country director poses the question: "Will the Real Peace Corps Please Stand Up?" and proceeds to examine the need for a new definition of the agency. His conclusions:

THE PEACE CORPS CAN BE DEFINED AS AN EDUCATIONAL AGENCY SERVING WORLD DEVELOPMENT AND PEACE. On that basis, the Peace Corps can profitably sell, promote and publicize itself. On that basis consistently, the Peace Corps can effectively recruit, select, train and program Volunteers.

THE PEACE CORPS SHOULD IDENTIFY ITSELF WITH PURPOSES OF "EDUCATION" AND NOT "ECONOMIC DEVELOPMENT." Educational purposes are far more understandable, acceptable and saleable to the constituencies of the Peace Corps. Educational goals, as the most important part of technical assistance as well as in terms of the Volunteers' own education, are more realistic and attainable.

Defining

The Peace Corps today is like a proud but uncertain adolescent, searching for relevance and understanding. The Peace Corps persistently debates its purposes, questions its objectives and seeks fresh justifications for its very existence. The Peace Corps is not satisfied with love alone. The Peace Corps now wants to be understood. The problem is that the Peace Corps does not know what it wants to be understood for. Priorities are confused and there is a tangle of purposes.

In discussions about the Peace Corps' products or goals, the legislative declaration of purpose is usually accepted as the starting point. The discussions then boil down to a tug-of-war between the imprecise purpose of supplying "trained manpower" and the general purpose of promoting mutual understanding. Harris Wofford's "university in dispersion" concept sits mainly under the umbrella of "mutual understanding," while others have stressed the first purpose. For example, Meridan Bennett has said: "The Peace Corps is important and has relevance only so long as it is effective in assisting the development of those nations which have requested its help." Tom Newman, recognizing the broad needs of development, urges: "Overseas programming should place Volunteers in situations where technical problems are minimal and sociocultural ones maximal."

Some analysts have pointed out that the twin legislative purposes of supplying manpower and promoting understanding are, in fact, inseparable. Inseparable or not, the need persists to define these purposes and determine which purpose is primary.

The problem of defining the Peace Corps and its priorities was pressed and pushed in 1966 by the emergence and sudden eminence of the Planning-Programming-Budgeting-System. PPBS oriented itself to the first legislative purpose of Peace Corps. As a result, for PPBS adherents technical assistance has become the Peace Corps instrument and overseas development the end goal. The first injunction of PPBS is to "analyze the help needed by the host country." Then, says PPBS, "attack the critical problems of the host country." The disappointing fact is that the Peace Corps has not used PPBS to focus on the Peace Corps' own most critical problem of identity. Instead, PPBS has directed attention to host country problems, assuming the latter to be the only source for determining Peace Corps goals.

Before even attempting to discuss the Peace Corps' identity, a preliminary question must first be answered. That is: Who needs the definitions? Or, who should understand the Peace Corps? Obviously, those who work for and with the Peace Corps have an immediate concern. They cannot do their jobs unless they have a clear concept of the priorities and goals of the agency. But viewed from a wider perspective, there are two broad constituencies for the Peace Corps. The first is Americans. The second is all people overseas. Within these two broad constituencies there is great variety in the needs for understanding the Peace Corps. For example, the Bureau of the Budget has one set of sophisticated requirements and the individual block development officer in India has quite another. Nonetheless, if the Peace Corps is to function effectively as an organization, it must present one face to all, and speak with one voice. In order to do so, Volunteers overseas and the staff—in recruitment, training, programming, evaluation, public affairs, congressional relations—must all have the same understanding

of what the Peace Corps is and is about or else the organization will not operate either smoothly, intelligibly or productively. Therefore, in examining alternative definitions of the Peace Corps and its goals, a major consideration should be choosing the definition and goals that are understandable and acceptable to as many as possible within the Peace Corps' constituencies. The results should be especially acceptable to those who will be most influential in determining the Peace Corps' continued success. Prominent among those are the Volunteers.

If one accepts the fact that the Peace Corps is the Volunteer, then one recognizes that it is the Volunteer that has achieved the popularity and love. Therefore, it is the Volunteer that must be understood. In addition to the measure of acceptability, what the Volunteer is and what he can do and what he can be must be another major consideration in examining alternative answers to the tough questions of goals for the Peace Corps. As Harris Wofford has written, "What the Peace Corps becomes will, in the end, be determined by what the Volunteers do in the field and by what they are."

The Volunteers are the resource of the Peace Corps. In the economic term they are the supply. The supply, however, has limitations both in quantity and in quality. The quantity of Volunteers has been held down by various Peace Corps policies, but, most importantly, by the fact that it is a voluntary service with minimal material rewards for participants. Of the Volunteers' limitations in quality, most limitations, such as youth and lack of technical knowledge and experience, bear corresponding compensations, such as the well-known enthusiasm and the eager willingness to learn and serve. These latter traits, moreover, have proved to be key advantages and are responsible for much of the Volunteers' success to date. Accordingly, if the youthful, much heralded A.B. generalists have formed the main body of the Peace Corps, then it is they with their distinctive qualities that have primarily brought the Peace Corps popularity and success.

'. . . Peace Corps does not know what it wants to be understood for.'

One quality shared by all Volunteers, and extremely relevant to an analysis of Peace Corps identity, is the quality of individual freedom. It is expressed by the Volunteer who writes: "I think many of us joined with the idea that we were to receive direct power to do an individual job individually." It reflects the philosophy not that "the Peace Corps is the Volunteer" but rather, that each Volunteer is an individual Peace Corps. It is a philosophy rooted in American freedom and in the word "voluntary" itself which Webster's defines as "proceeding from the will or from one's own choice or consent . . . unconstrained by interference."

It is obviously difficult to measure the individual freedom given each Volunteer. It would be even more difficult to measure the extent to which that individual freedom is responsible for the Volunteer's dedication, drive and success. It is, however, well known that Volunteers generally are sensitive to any unreasonable encroachments upon this freedom. This freedom, together with attainable goals for Volunteers, are important factors to consider when viewing alternative goals and definitions for the Peace Corps.

Alternatives

The Peace Corps today is like the hesitant traveller in Robert Frost's poem who stands where "Two roads diverged in a wood . . ." Which path to choose? It *can* make "all the difference."

Foreign aid is one possible, wide path. As a governmental activity, foreign aid is more than developmental assistance. Historically, it has embraced the full range of foreign policy activities. It is a package that has been interminably sold on political grounds to the American public. Somewhere in the foreign aid package is development, but neither the American public nor the Congress has ever focused on development as the primary purpose of foreign aid. In 1956, Barbara Ward wrote that "in numberless debates in Congress, in speeches without end to Western electorates, in commentaries and articles, one theme emerges above all—that giving aid to backward areas is a painful necessity made inevitable only because they must be kept out of the Communist camp." Ten years later, in 1966, the House Appropriations Committee

the 'REAL' Peace Corps

By DAVID ELLIOTT

'If the Peace Corps chooses a technical role, it must expect to be judged by tangible results.'

passed the lowest foreign aid bill in nine years with the approbation that foreign aid had proved its ability in stemming the tide of Communism.

Foreign aid is a complicated package and the labels on the package are hard to discern. The motives and objectives of the dispensing Agency for International Development are often questioned by Congress, misunderstood by the American public and suspected by foreign recipients. Perhaps fear has been the generating emotion in securing for AID precarious respect and an uncertain durability as an agency. It has been essentially a fear of spreading Communism and, increasingly of late, the fear engendered by recognition of the widening gaps between the rich nations and the poor nations. Since foreign aid has neither love nor understanding, the Peace Corps should avoid the path which leads Eric Sevareid to describe the Peace Corps as "foreign aid's eager helper."

Within the package of foreign aid is development, or what is now equally called economic development. The term embraces not only economic progress, but also social and political progress. Economic development is concerned with raising the standard of living of people around the world, especially in the so-called underdeveloped countries. Economic development is quite new as an academic discipline and only in recent years have theories of economic growth been developed.

While many do question the current theories of economic development, there are few who would decry the urgency and importance of the task. Few would dispute the contention that the greatest underlying problem in the world today is that two-thirds of the world's people are ill-fed and almost wholly engaged in a struggle for existence. It is a problem worthy of the Peace Corps' involvement, but the nature and extent of that involvement must be delimited by what the Volunteer can attain and by what the Peace Corps constituencies can accept.

One of the tools for economic development is technical assistance, which generally is accepted to mean the supplying of trained manpower. In this area there is a superficial multitude of possible assignments for Peace Corps Volunteers—in teaching, health work, agricultural extension, family planning, etc. The deeper question, however, concerns the actual role of the Volunteer in any of these assignments. Should it be a technical role directed towards tangible results? Or a more human-directed, motivational role? Or a training, educational role? What role would be most acceptable to the constituencies of the Peace Corps?

Host country officials follow a natural tendency and ask for maximum qualifications in a Volunteer. This usually means a maximum in technical knowledge and experience, since requests are for specific job assignments containing at least some professional or technical subject element. For example, if they are requesting teachers, they want experienced teachers with degrees. For health workers, they want nurses. For agriculture, they want experts. Ultimately, of course, host countries do accept A.B. generalists, but often with reluctance. If, however, the host country were to understand that the Volunteer's role is not to solve tangible technical problems but rather, to motivate people, then the opportunity would be enhanced for gaining genuine host country acceptance in place of host country reluctance. The host country's prime requirement is for a clear, consistent statement of the Volunteer's role, a statement which would be reinforced in training practices and programming procedures. It should be an honest statement that reflects respect for host country nationalism and one that attaches no political motivation to the Peace Corps. It should be a statement that clearly implies that the Peace Corps and the Volunteers share with the host country in the benefits.

The Peace Corps encounters reluctance, resistance and requests for higher skilled Volunteers when it tells host countries that the agency's role is in "technical" assistance. If the Peace Corps attempts to sell itself too exclusively on that basis to its American constituency, even greater difficulties will accrue and endanger the future of the Peace Corps. Economic development is a slow and unsteady process. Short-terms results are often unpopular. Long-terms results are difficult either to measure or prove. Technical assistance itself is only one instrument, one input for economic development. Its contribution to economic development is, therefore, more difficult to substantiate than actual overall economic development achievements. Yet if the Peace Corps chooses a technical role with technical goals, it must expect to be judged by tangible and technical results. If, instead, the Peace Corps selects a more subjective role, in the social, cultural and motivational spheres of development, its success can be evaluated in a more generalized and subjective fashion. Also, the Peace Corps can continue to be effectively and positively publicized on the basis of the many varied, dramatic—and often tangible—achievements of individual Volunteers. But the tangible technical achievements must be publicized and recognized as short-term Peace Corps byproducts, with an indeterminable long-term value.

'. . . It is not what the Volunteer knows, but what he can impart to others.'

What can the present resource of Volunteers do most effectively as trained manpower? They have proved to be effective, whatever their limitations. Even if they are not "technical" experts, they should not feel guilty, the host country should not feel cheated, and the American government need not be disappointed. Volunteers that do have extensive technical knowledge soon learn overseas that economic development is slow and illusive. Most Volunteers discover that a measurement of their individual contribution to long-term economic development is all but impossible. One Volunteer in India recently wrote: "Now that I've told you what I'm doing, what am I really doing? Who knows? I'm seeing and being seen . . . In a sense, I am disturbing the system." Many

'The Peace Corps is the Volunteer and each Volunteer is an individual Peace Corps.'

The host country needs a reinforced statement of the Volunteer's role.

other Volunteers similarly describe their underlying activity as catalyzing, motivating, enabling.

Many Volunteers, however, are uncertain of their role. Often their uncertainties transcend their need for individual freedom, leaving them almost goal-less, or else adrift with only confusing and inconsistent guidelines. Some become what David Szanton has called "decorations on the periphery," satisfying themselves with what may be inconsequential although tangible technical results, all the while ignoring the foreign scene and the people about them. Jim Bausch has pointed up similar confusion: "... sometimes, the Volunteer who built the biggest chicken coop is seen as the most successful Volunteer, and no particular emphasis is placed upon the ability of that Volunteer to teach others how to build a coop or upon his level of appreciation of the culture in which the coop was built."

Volunteers, too, need a firmer statement of their role and purpose—one that is broad enough to embrace their variety of assignments and circumstances and flexible enough to permit them individual freedom to do their jobs in terms of their own individual personalities, talents, and motivations. It must be a statement that offers an attainable role for the Volunteers.

Education

The Peace Corps involvement in education flows from the legislative mandate to promote mutual understanding. The involvement, moreover, naturally occurs in the process of supplying trained manpower to another country. The Volunteer goes overseas and mutual understanding starts to happen as the Volunteer sees and is seen. The Volunteer is assigned to a location, a supervisor and a job. Whatever the Volunteer's job title, to the extent the job technique is to motivate, enable, catalyze, teach or train others—to that extent the Volunteer's basic job is education. The heart of effective technical assistance is educational skills, for what ultimately counts is not what the Volunteer knows, but what he can impart to others.

The Peace Corps legislative purpose is *mutual* understanding and, for the Peace Corps, education has clearly been a two-way street. Not only the host countries reap the educational rewards, but also the Volunteers and the United States. The host countries benefit—their students learn, communities change, farmers modernize, and villagers emulate. The Volunteer is the example, the motivator, the salesman—the educator.

Simultaneously, of course, the Volunteer learns. It is well known that almost every Volunteer ends his Peace Corps tour with the observation that he has learned more than he has taught. The Volunteer's Peace Corps education begins in formal training and continues throughout his service. The learning process overseas goes hand-in-hand with the job overseas. The Volunteer learns about how to educate, motivate, serve and help others. And the more the Volunteer fulfills these educational aspects of his job, the more he learns about the people he serves, their society and their culture. If he does not work through the people, he learns little and, in the end, accomplishes less. Because the Volunteers learn as they serve (and the better they serve, the more they learn), the Peace Corps unavoidably becomes a special kind of graduate school. Entering the Peace Corps naturally becomes a logical step on the educational ladder.

In terms of acceptability and in light of what the Volunteer can attain, the educational path should attract the Peace Corps. Host countries more and more recognize that educational aspects are the essence of any technical assistance that really exists. Americans increasingly recognize this, including AID itself, as it has demonstrated in the motivational aspects of its recent rural development efforts in South Vietnam.

Volunteers, moreover, find the path of education overseas clearer to their understanding and nearer to attainment. It is a path which challenges their motivational, catalytic, and enabling skills. The vast majority of Volunteers—with limited technical knowledge and experience in subject fields such as nutrition, agriculture, health and manufacturing—have, nevertheless, demonstrated their special skills in influencing others. By influencing others, the Volunteers have had an educational impact which has won popularity for them and the Peace Corps.

An educational priority and goal would neither negate nor interfere with the necessity for a specific structured job in a specific assistance program contributing to host country development. On the contrary, the Volunteers' educational contributions and achievements correlate both with their success as trained manpower overseas, as well as with the attainment of mutual understanding.

David Elliott left his own steel company in 1964 to become deputy Peace Corps director in Sierra Leone. Subsequently he served as country director in Nigeria and since mid-1966 he has headed Peace Corps operations in India, the agency's largest program.

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COMING: A special section on vacation projects, the perils of urban community development (continued) and a study of cross-cultural relations.

Elliott proposes program for professionals

David Elliott, country director in India, has proposed a special Peace Corps program designed to recruit, select, train and place highly skilled, experienced technicians and professionals.

In the program, policies would be altered to permit the recruitment of Volunteers with families and larger readjustment allowances would be scaled to the number of dependents and previous earnings of the Volunteers in the program.

Elliott calls it the "Advanced Assistance Program." It was one of several recommendations made as an appendix to his call for a new definition of the Peace Corps (see preceding pages).

To compensate for increased costs of the program, Elliott says, host country contributions could be requested or some host countries could send highly skilled Volunteers to the U.S. in exchange.

Other features include personal interviews before invitation to training; special training concentrating on language, sociocultural studies and motivational teaching skills, and use of the AAP Volunteers to provide "technical back-stopping" for regular Volunteers.

AAP Volunteers would include such persons as scientists, nutritionists, farm specialists, doctors, engineers. The closest model the Peace Corps has to the Elliott proposal is a small program for Volunteer doctors which has had mixed results (THE VOLUNTEER, March).

For the AAP Volunteers there would be adjustments in housing and subsistence allowances, subject to family size. Otherwise, Volunteers in the program would be expected to follow the same Peace Corps philosophy and policies as other Volunteers.

Elliott concludes that the program "would help free the Peace Corps from its present quandary of tangled purposes. It would help free Volunteers from their confusion in goals. The AAP Volunteers would have diverse primary skills. Their training would emphasize motivational development skills. In clear contrast, the regular Volunteers would offer overseas a primary skill in motivational development."

Thought waves in the air

What do Peace Corps Volunteers think of the flight overseas? An airline in search of the answer distributed a questionnaire to a group of outbound Volunteers to record their opinions on such matters as check-ins, baggage handling, food and in-flight service. In answer to a query about what the Volunteers enjoyed most about the flight, the airline received the following replies, among others:

"Your girl waiteresses (sic) are nice. I like to eat. I like your food. I like your girls."

* * *

"The fact that we made it in one piece."

* * *

"I found the rest room set-up remarkable! The food was too much but enjoyed tremendously."

* * *

"Stewardesses. I've never enjoyed a bunch of such in all my three previous flights."

* * *

"The prospects of the next two years with the Peace Corps and the lovely lady sitting next to me most contributed to the enjoyment of my flight."

* * *

The airline also asked what it could have done to make the flight more enjoyable. Some of the replies:

"It is too cold in here."

* * *

"The trip was like heaven and there is no alcoholic beverage in heaven. You have now heard the bad side of the trip."

* * *

"Had the captain explained the roughness of the flight I would have been completely satisfied."

* * *

"You might have had a faster airplane."

* * *

Finally, there was a judicious Volunteer who concluded:

"I don't like questionnaires when all is well. I only like to complain, not praise."

Longer tours for staff

Peace Corps overseas staff assignments have been lengthened to a minimum of 30 months. The previous minimum was 24 months.

In announcing the change, Director Jack Vaughn said that in all but a few cases the 24-month period was not sufficient. "Anyone with previous overseas experience will attest to the fact that six months, at the very minimum, is required before an overseas staff member can become familiar with Peace Corps procedures, the program in the country of assignment, local conditions and ways of doing business," Vaughn said.

"Many of our overseas staff members have told me they felt themselves becoming really effective just as their 24-month tours were drawing to a close," the director added.

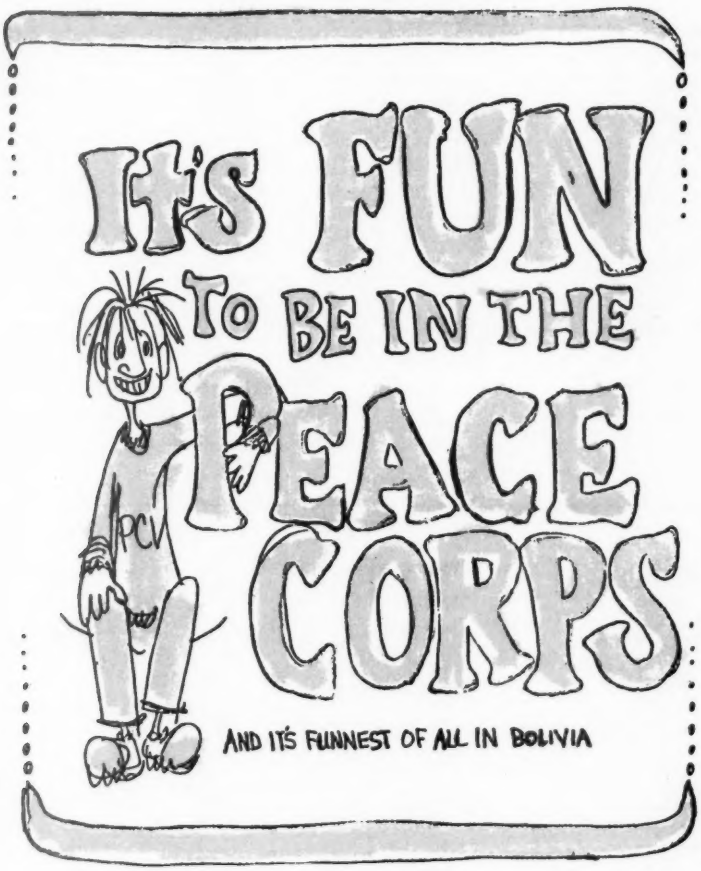
The new minimum does not affect employes who were already in the field by mid-February or those to whom firm commitments had already been made.

Exchange volunteers

A modest version of last year's ill-fated Partnership Exchange Program will be launched this summer, bringing about 100 foreign nationals to the United States as "Volunteers to America."

Most of the volunteers in the project are scheduled to teach and others will be involved in community work, for one to two years. The program will be administered by the Department of State under the Fulbright-Hays Act; the director is Neil Boyer, a former Peace Corps Volunteer. The program was designed after congressional committees rejected a 1966 Peace Corps proposal for an Exchange Peace Corps that would have brought 800 volunteers to the U.S. during its first year.

Participants in the 1967 program will be selected jointly by their own governments and representatives of U.S. embassies. Contracting schools or agencies in the U.S. will finance living allowances for the volunteers, and the Department of State has budgeted $200,000 for a four-week training program, domestic transportation and administration.



Country director Art Purcell asked the questions and Volunteer Janet Pitts supplied the answers—and the illustrations. The result is a book of cartoons dealing with life and times in the Peace Corps. The cover is at left, and excerpts from the book begin below. Miss Pitts was a commercial artist before she signed on as a community developer on the Bolivian altiplano.

ANECDOTES ABOUT PEACE CORPS LIFE IN BOLIVIA BY THOSE WHO KNOW IT BEST

What is the relationship between the Peace Corps and the Foreign Service?

The Peace Corps specializes in providing wives and sweethearts to lonely FSO's.

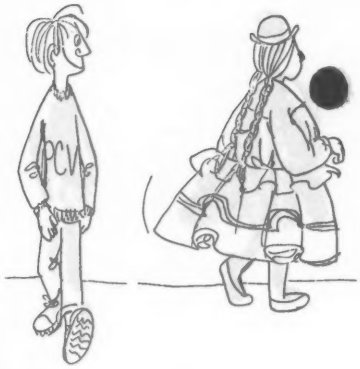
What is the difference between Peace Corps Volunteers and members of the Peace Corps staff?

The average age of the Volunteers is higher.

Why is the Peace Corps living allowance not an unmixed blessing?

Because it prevents Volunteers from drinking but forces them to gamble.

Why does Peace Corps Bolivia make Volunteers wait four months before it allows them to get married?

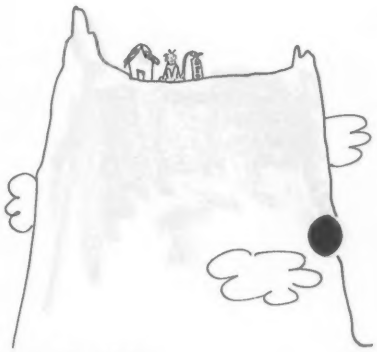


Because it believes it is possible to carry the concept of "felt needs" too far.

What should a Peace Corps Volunteer do when he feels the urge to take a shower?

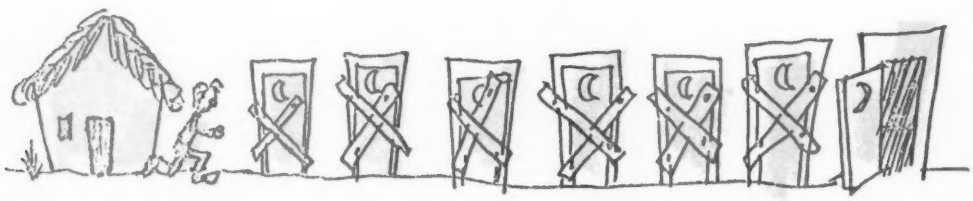
Ask another Volunteer to come and sit with him.

What's the advantage of an assignment on the Bolivian altiplano?



It enables you to live higher than you would almost anywhere else in the world.

Is diarrhea a common thing among Volunteers?

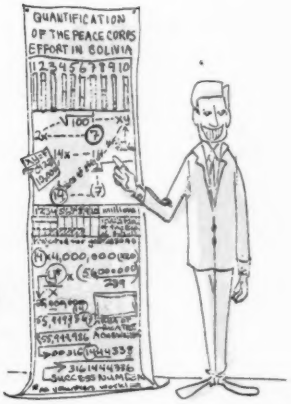


Is the Pope Catholic?

Why does the Peace Corps occasionally send Volunteers home early?

To speed up progress in achieving the third goal of the Peace Corps Act.

How do you quantify what the Peace Corps has been doing in Bolivia? (Washington's most recent request)



You take a number from 1 to 10, double it, add 4 million (population of Bolivia), then deduct twice the number you started with.

Why is Peace Corps mail difficult to read?

Because it rarely arrives.

Do Volunteers ever forget English?

A veces.

Do Peace Corps staff members make trips to Washington for altitude relief?

No, comic relief.

What's the difference between a C.D. Volunteer and an Ag. or Health Volunteer?

A C.D. Volunteer knows less about more things.

What are conferences for?

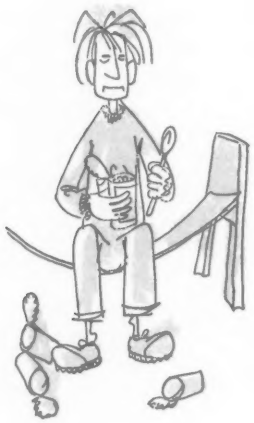
To hash over those vital problems that had been forgotten since the last conference and will be forgotten before the next.

Why do some Volunteers extend?

It gives them more time to think about what they want to accomplish.

Why do single male PCV's lose weight?

Because they do their own cooking.



Why do all female PCV's gain weight?

Because they do their own cooking.

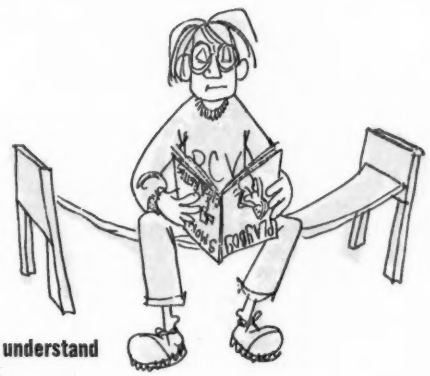
Why is the director's monthly newsletter seldom read?

Isn't that what the pay is wrapped in?

Why does the Bolivian government request Volunteers?

To provide a market for national products.

[redacted] do Volunteers read Time magazine?



They can't understand Newsweek.

Would male Volunteers rather extend, join the Army, or work for AID?

No.

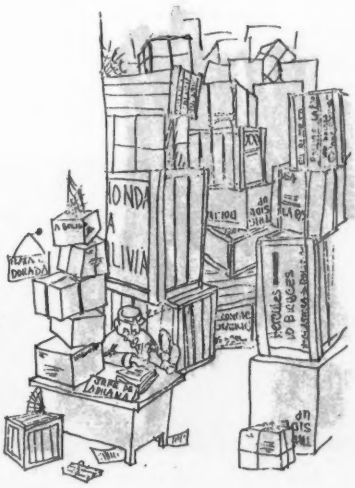
What do Food for Peace and PCV's have in common?

They're both given away.

What do Food for Peace and PCV's NOT have in common?

People always want Food for Peace.

Will Bolivia ever get economic stability?



Yes—if they can ever get out of customs.

Who said, "I regret that I have more than one life to give to my country?"

A returned Volunteer to his local draft board.

'What's in it for ME?'

By **LINDA MILLER**

Giving is "out," getting is "in." Or at least that is how it seems for many of those interested in joining the Peace Corps these days.

As a Peace Corps campus recruiter I had no qualms about telling prospective applicants that two years spent as a Peace Corps Volunteer are two years spent getting more than giving. As a recruiter I had no qualms about pitting the Peace Corps against graduate school or the enticements of the business world. As a returned Volunteer I believe in the worth of the Peace Corps experience. And I am convinced it has relevance to all careers.

But I am not convinced as to the wisdom of basing the appeal to Peace Corps service on what the Peace Corps and the world can do for potential applicants.

A trend away from "ask not" to "what's in it for me" is probably the only important objection campus recruiters have to their job. It is only recognized and voiced after a particularly hard day of "selling" to a particularly "career-oriented" bunch of would-be applicants.

Selling the Peace Corps may make some Volunteers recoil in horror. But essentially that is what recruiters do and they do it well. For most of us, there is no taint to selling something one believes in and can tell the truth about. I do not think that the Better Business Bureau could accuse us of false claims and false advertising. The recruiters' objection is to the fact that *we* have to do the selling.

The Peace Corps apparently does not sell itself to a good share of what are considered well-qualified applicants. The results of a survey of college seniors taken last spring by Louis Harris and Associates, opinion analysts, substantiates this. The survey found that Peace Corps applicants accepting or declining invitations to a training program were strikingly similar in their attitudes toward public affairs, in their commitment to and involvement with current social problems and in their views of the strengths and weaknesses of the Peace Corps. A divergence between the accept and decline groups emerged when the survey turned to the subject of future careers. While both groups felt that service in the Peace Corps would benefit their future careers, those declining invitations needed much more assurance that after two years they would not have lost ground in their trek to a successful career. The conclusion drawn from this survey, then, was that in order to decrease the number of applicants declining invitations, the Peace Corps must be posed as a definite asset to future careers.

After being briefed on the survey in our orientation we recruiters sallied forth with such convincing arguments for our side as:

"Look, you have your whole life to be a corporation man. Don't you ever feel like putting it off for awhile and doing something really different? Goodness knows that the rut will wait!"

"Graduate school? Aren't you tired of books yet? Get away from them for awhile and really learn for yourself. Two years in the Peace Corps is the best education you'll ever get."

"Look, just going into the Peace Corps shows you're more independent than the average. You're going to shoulder more responsibilities than most people your age. How's that going to hurt your career?" Et cetera, et cetera, et cetera.

When the "et ceteras" go on at length, the recruiter's objection to a career-advantage approach to prospective Volunteers is reduced to such private thoughts as: "Lord, you've got to spell out the whole bit to these kids. Anyone with half a brain ought to be able to see the benefits of serving in the Peace Corps. What do they want? A money back guarantee?"

So why recruit? For the very good reason that the need for Peace Corps Volunteers is growing. The issue is how to recruit. Some of us prefer to think of the job chiefly as one of in-

There is a trend from the old "ask

Find out what you've g to do with it.

Your Mother always wa
Casey is doing. You Fat
days for a smart young
produce is the answer. T
Your Grandfather and U
broker. And your Physi
ahead of you in Physics
your life is you.

One way to make sure
years. Take all the things
taught to do and put ther
to do something for the
thing for you.

Something like letting
people telling you what
do without other people
time to look at yourself
Time to decide exactly w
want to do with it before
goi ave to live wit
For information write T

Join the Peace Corps.

You'll go far.

forming college students and answering their questions about the Peace Corps, questions that range from the simple (Do you have any time off? What was your house like? Do you have any choice where you go?) to the complex (What is it like to teach in an African university? To organize co-ops in Panama? To raise chickens in India? Did you accomplish anything lasting? Did the people know why you were there? How much supervision did you have?).

Answer their questions, tell them "what it is like," and let them figure it out for themselves. Is it worth it or will it be a great sacrifice? What will I lose? What will I gain? Spelling it out from the perspective of a returned Volunteer could make it easier for them to decide to apply and to accept an invitation. But I believe the major share of their motivation should come from within.

I do not know what long-range effect the career-appeal approach to recruiting will have on the Peace Corps. Will the quality of Volunteer service be raised? Or will the Peace Corps be seen as merely a stepping stone to future careers? Perhaps concern is unwarranted, but I think it will be necessary for others on the staff both in Washington and overseas to be aware of this trend in recruiting and to watch for its effects. The recruiters can do and will do their job well. But what about the recruited?

Linda Miller was among the more than 100 former Volunteers who handled campus recruiting for the Peace Corps last fall. She was a teacher in the Philippines from 1964 to 1966.

the old "ask not" to: "What can the Peace Corps do for you?" Samples of agency advertising reflect the career-oriented approach to recruiting.

t you've got before you decide what

Mother always wanted you to be a doctor. Look how well Ben s doing. Your Father thinks there are a lot of opportunities nowa- r a smart young lawyer. Your Cousin George knows wholesale e is the answer. There's a lot of money in lettuce and tomatoes. Grandfather and Uncle Joe think the smart thing to be is a stock- And your Physics professor, he knows you have a great career of you in Physics. The only one who isn't sure what to do with e is you.

way to make sure is to get away from all the voices for a couple of Take all the things you were born with, all the things you've been to do and put them to good use. Join the Peace Corps. It's a chance omething for the world. It's a chance for the world to do some- or you.

ething like letting you get a good look at yourself without other telling you what to see. Like letting you do all the things you can nout other people telling you what to like best. Like giving you look at yourself and the world. Time to decide what's important. o decide exactly who you are and what you've got and what you do with it before you make your biggest decision. The one you're ave to live with for the rest of your life.

ormation write The Peace Corps, Washington, D.C. 20525.

Published as a public service in cooperation with The Advertising Council.

So you'll get to be President of U.S. Copper two years later

What's your hurry? You've got a whole lifetime ahead of you.

Plenty of time to work and make money and own a house and belong to a club and buy insurance and be a big success or a small success or not and have a cardiogram once a year and cut out polyunsaturated fats while you're trying to nurse an ulcer and watch your chest sink slowly into your belly and do the rest of the kind of things that most people end up doing even if they don't plan on it.

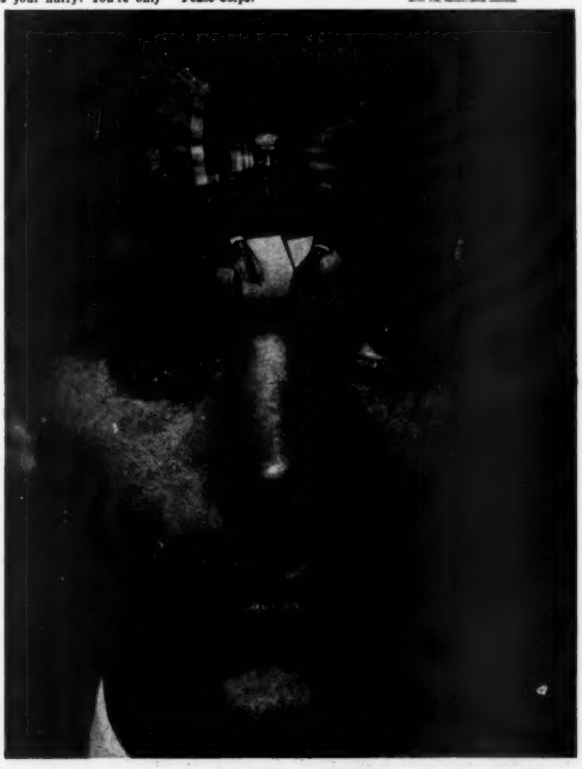
What's your hurry? You're only young once. And that once is now. And now is the time, probably the only time you'll have a chance to do something you don't have to do. Something out of the pattern.

Something far and on your own and away from the person you are and the life you've lived. Something full of doing things maybe you never would have or could have done unless you had to. Something full of seeing things you never would have seen unless you stood there. Something like joining the Peace Corps.

What's your hurry? You know everything you want to do will still be here to do in a couple of years. The only thing you don't know is what a couple of years in the Peace Corps will do for you.

Maybe it'll help you get to be President of U.S. Copper faster. Maybe when you get there it'll help you be better. Or maybe it'll help you find out you don't want to be President of U.S. Copper at all.

PUBLISHED AS A PUBLIC SERVICE IN COOPERATION WITH THE ADVERTISING COUNCIL



Balancing the Peace Corps

In past years the Peace Corps gave money back to the Treasury. But FY 1967 will go down in Peace Corps fiscal history as the first year in which the agency had to tighten its belt to make ends meet. In the following article the controller discusses the "crunch" of 1967 and how the agency's network of budget components must be kept in delicate balance.

About a month ago I addressed a group of new overseas staff members. This was my first opportunity to take part in that Washington ritual which prepares staff for the perils of an overseas assignment. I was allocated one hour of which 30 minutes could be used to explain the Peace Corps budget. The balancing entry of time was to be reserved—I was warned—for penetrating and hostile questions.

Every one of those first 30 minutes was carefully designed to be a balanced budget of words and figures. To defend my memory, I armed myself with a marked up copy of that major strategic weapon: The President's Budget for Fiscal Year 1967. Just in case there would be technical skirmishes, I deployed smaller tactical weapons in the form of a dozen or so financial charts and tabulations. The entire budget and accounting staff stood by as the final line of field defense.

That hour stretched like a rubberband. The questions were indeed militant. In fact, some were more like a district attorney's accusations than points of information. Here are the thrusts of a few (the answers are in parentheses):

Has the Pentagon mentality taken over the Peace Corps? (Nonsense.)

Are you going to cut all Volunteer living allowances by 50 per cent to balance the budget? (Washington neither sets them nor cuts them.)

(CHART A) TOTAL APPROPRIATIONS FY 1964, 65, 66

	$ Millions Appropriated	$ Millions Used	$ Millions Returned to Treasury
FY 1964	$ 96.0	$ 75.6	$20.4
FY 1965	104.1	85.5	18.6
FY 1966	114.1	113.2	.9

Why don't you tell Congress, the President and the Bureau of the Budget to give the Peace Corps more money right now? (I am not convinced we should. I believe we can live within our means and you don't tell, you ask.)

Does your office always say no when asked for more money? (No.)

Some people say that since you control the money, you really run the Peace Corps. Is that true? (Yes, after Jack Vaughn, the regional directors, the country directors, four or five Peace Corps Washington staff offices, the Bureau of the Budget and the General Accounting Office.)

I'd like to stretch last month's rubberband a bit more here. Money problems are a restraining fact of life. Individuals or structured groups, sooner or later, are confronted with them. The facts of life have been creeping up on the Peace Corps. This can be observed from a series of figures which are expressed in fiscal years (July 1-June 30) and millions of dollars (Chart A).

From the perspective of hindsight some reasonable explanation of our financial history is possible. As I see it:

- In the beginning years there really was no pattern from which to tailor Peace Corps money requirements. Estimates were generous. Some anticipated overseas expenses did not materialize. Staff vacancies existed in fair numbers. Some cost reductions became appropriate and were made. Recruitment and training achievement fell short of planning figures. The sum of these resulted in money returned to the Treasury.
- Money estimates for Fiscal Year 1966 (ending June 30, 1966) were better. Some experience data was available upon which to forecast costs. The budget was firmly based on a training program for 9,200 trainees. But here is the switch—not only was the budgeted objective met but it was exceeded by almost 1,000 trainees of which about a half were programmed for the Micronesia project. Yet it still was possible to return to the Treasury almost $1,000,000.

The real crunch has come in Fiscal Year 1967 which runs from July 1966 through June 1967. The total amount of money is tight. It is $110 million, or $4.1 million less than the past fiscal year. Recruiting and training are meeting planned objectives. Overseas

s 1967 budget

By MORRIS W. KANDLE

staff requirements are not just being lamented; they are being met.

In anyone's language, $110 million is a lot of money. It deserves a demonstration of its use. (See Chart B).

Let's cut the figures a little finer and look at so-called average Volunteer costs and a few administrative costs. Some examples:

Training in a college or university costs about $2,750 per entering trainee. Add to that another $900 for recruiting, selection and other pretraining expenses. Also add the costs of about 25 per cent of trainees who do not complete training.

Transportation from training site to overseas assignment averages $685. The return trip is a bit less.

Worldwide living allowances average $1,250 per year.

Individual Volunteer supplies, equipment and other needs average about $550 per year.

Health care per year averages almost $400 per Volunteer.

Overseas administrative office establishments including staff salaries range in cost from $40,000 per year for Paraguay to $800,000 per year for India. Worldwide the average is $150,000 per year.

Jeeps and similar vehicles cost almost $750 per year to operate and maintain. There are about 800 of them in use costing an average of $4,000 to buy and ship abroad.

We spend $2 million a year for staff travel domestically and abroad.

In-country travel expenses for Volunteers is $1.3 million per year.

All of the above plus several dozen other factors are manageable and controllable. They cover 10,500 trainees, 11,200 Volunteers overseas, offices in more than 50 countries and a combined overseas and Washington staff of more than 1,100 people.

The point is that our business is a monoproduct—Volunteers. The major processes are recruitment, selection, training and support. Within reasonable tolerances each of these costs is fixed. When they are multiplied by Volunteer and staff numbers consistent with sound programming, the result is a total amount of money: $110 million this fiscal year. Unnecessarily or irresponsibly tilting any one of those costs impacts immediately and negatively on either the number of Volunteers or staff it is possible to fund. And, there are no real property acquisition budgets, equipment procurement programs or long-range capital investments from which to borrow.

Financial control is neither imagery nor self serving. It functions not indirectly but openly. It is not intended to inhibit Peace Corps growth. It operates to assure it.

(CHART B) FY 1967 EXPENDITURES

	$ Millions	Percent Total
Direct Volunteer Costs:		
Overseas Support	37.0	34
Training	30.0	27
Readjustment Allowances	12.9	12
Recruitment-Pretraining and Selection	8.2	7
(Subtotal)	**(88.1)**	**(80)**
Peace Corps-Wide Costs:		
Overseas Administration	12.2	11
Washington Administration	8.9	8
Research	.5	.5
Miscellaneous Programs	.3	.5
TOTAL	**110.0**	**100.0**

Morris W. Kandle, who was formerly one of the principal budget officers of the Department of Defense, is the Peace Corps Controller. He is in charge of all budget, finance and accounting functions of the Peace Corps. He also teaches at the University of Maryland.

From French West Africa

Teaching English as a Foreign Language has been a controversial Peace Corps endeavor in French West Africa ever since the first Volunteers from that area started saying they wished they had done something else. David Hapgood's criticism of TEFL in the January VOLUNTEER provoked English-teaching advocates, but current trends in Africa programming fail to reflect their views.

Today about 25 per cent of the Volunteers in French West Africa teach English; in two years, the Africa region anticipates, that percentage will drop to five per cent of the total, and many more Volunteers will be in health and agriculture projects in the area. The affected region includes Senegal, Ivory Coast, Togo, Niger, Chad, Gabon, Cameroon (there are no English teachers in Mauritania).

Elsewhere in the Peace Corps TEFL retains popularity. But Hapgood provoked reactions there, too, as the communications on pages 18-20 show.

IVORY COAST

An important goal of the Peace Corps is the changing of attitudes. In fulfilling this goal in any country a key target is the country's youth. Peace Corps teachers are currently attacking two attitudes which are a part of the tradition of these nations as is the colonialism from whence they sprang. The first is the idea that the white man has no interest in the African outside of his mercantilistic aims. The average Volunteer is interested in learning about the African and in helping him. His actions do more than any State Department display in the eyes of his students.

A corollary of this idea is that of a teacher's own dedication. Volunteers have it or they would not be here. Monetary rewards are not lacking for the French, but dedication often is. An illustration of this effect was given by a young boy in Abengourou not long ago when he told a Volunteer: "You know I don't like white people but I like Americans." Exceptional? Probably. But this contrast is certainly seen in the majority of schools where exists the comparison between a Volunteer with an interest in his students and the rest of the teachers (discounting a few exceptions) who lack it. The Volunteer teachers who work in extracurricular activities let their students discover by their actions that some white people do care and that teaching involves more than a daily lecture and a weekly quiz.

In the Ivory Coast this year there are 6,000 or more students coming into daily contact with these ideas. Many of them had it with the last group of TEFL Volunteers and many will have it with the next. A forceful and resourceful teacher can accomplish a lot in the area of health education and erase a few cynical attitudes in the minds of his young students. At the same time he can help a few students to read technical manuals and show a few dozen future teachers some dedication and some methods they may consciously or unconsciously appreciate and emulate when it becomes their turn to influence.

Once the value of English is at least admitted, then the teaching of honesty, sportsmanship, dependability, cooperation, journalism, hygiene, music and other beneficial aspects of this dialogue with the youth justify its continuance and its priority. To discontinue the program would sever the only existing tie we have established with the sole portion of the society truly susceptible to change—youth.

DON ROBINSON

Daloa, Ivory Coast

CHAD

One of Peace Corps' proudest boasts has always been that any qualified person can serve. I have always taken this to refer to the wide variety of jobs which the Volunteers perform. The TEFL controversy leads me to believe that all that is meant by it is that anyone can be trained to dig a latrine.

This concept shows a lack of understanding of what the rewards of service are. Results are only a small part of them. The most important thing is giving of yourself in a way that is

Some reactions to 'The case against T

meaningful to you. There are those whom the building of a new hospital would not satisfy. The professional teacher is one of them.

I shall always be grateful to the Peace Corps for giving me the opportunity to serve overseas in my own way. I, for one, find my work highly rewarding. I very naturally resent it when Washington calls the usefulness of what I have chosen as my life's work into question. The only possible reason for abolishing TEFL is that Peace Corps doesn't consider education its business. It may not be, but Peace Corps should realize that it doesn't have a monopoly on useful endeavors.

NATHANIEL E. DUBIN
Pala, Chad

SENEGAL

TEFL should not be phased out in French speaking Africa. In the world today improving public health and working in rural development are not enough. Once problems are reduced to their lowest common denominator the three words which emerge are *lack of communication*. A man is what he can say and understand and no more. When he can communicate he is accepted, can contribute to and derive benefits from his "group." The importance of language learning is not to be measured by what the man does with the language but by what the language does to the man and to his group. It enables him to understand things he would never have understood, to see things he would never have seen. It is a pass into another culture. It broadens the scope within which he is allowed to create and contribute to the economic and social advancement of his group. In the final analysis the teaching of foreign languages will be as important if not more important than public health or community development.

PHYLLIS D. APPLEBAUM
Dakar, Senegal

TOGO

The time has come for Volunteers who teach English as a foreign language in French speaking Africa to stop apologizing to community development, dig-a-latrine oriented critics in the Peace Corps and elsewhere who take a *McGuffey's Reader* approach to TEFL's modern role in the future of Africa's developing countries.

English came to francophone Africa long before the Peace Corps did. It is a required subject in the four-year secondary school curriculum. The Peace Corps has brought native speakers of English who have learned modern instruction methods and a flexible approach.

These TEFL teachers know that English teachers are made, not born, and that just because someone speaks English it does not mean he knows how to teach it. That is why the Peace Corps has advance training programs for TEFL.

The Volunteers use the aural-oral approach—you learn a language first by listening to a native speaker and then by repeating what you hear. The traditional practice of learning a foreign language by translating and rote memorization is losing popularity thanks to the new TEFL approach. Many school directors have given Volunteers the green light to use it exclusively during the first two years of English instruction and beyond. And when the fateful secondary school final examination arrives, half of the English testing is oral. When you listen in, it's not hard to tell which students have had Volunteer teachers.

At first glance, it might appear utopian at best and useless at worst for French African countries to be stressing English. It's neither. I spent two years as a TEFL teacher in Palimé, Togo, not far from the Ghanaian border. The number of people who spoke or understood English never failed to amaze me, from the governor of the region to the lady who sold beads in the market, from the chief of the army installation to the post office clerk who sold stamps. In fact, I found I was speaking English so much of the time that I began taking French lessons.

I never had to tell my students that they were learning English so that they could someday become an ambassador or an airline stewardess. They heard English being spoken around them and they realized its value. And I would like to dispel the prevalent impression that students never go anywhere. The majority of students I knew did not live in Palimé or even in the region. They came from all over Togo. A few even had spent their vacations in Ghana, Nigeria and the Ivory Coast.

Where they will go in the future is pure speculation, but they may find that their English and French training will serve them well against the backdrop of Africa's myriad regional tongues. And they don't need a map to remind them that Togo's neighbors, Ghana and Nigeria, are English-speaking.

But English is more than a travel tool; English is a key to communication with strangers, a key to unlock realms of ideas written and spoken. Anyone who has learned a foreign language surely remembers the day when he realized a whole new world of communication had been opened to him.

I often recall the time I met a little girl during my Peace Corps training in Quebec. She ran up to me and excitedly said that she had lost her doll. Not until I had given a simple reply and walked on did I realize that we had understood each other in French. A foreign-sounding world was now intelligible to me.

That is why I enjoyed teaching English in Togo. And that is why TEFL can be as exciting and relevant as the

nst TEFL'

Volunteer wants to make it. Any Volunteer teacher worth his living allowance will take each English lesson and adapt it to his students.

Perhaps the story in the textbook describes an English family having afternoon tea (current secondary school English texts have not yet been written for Africa). The Volunteer doesn't stop there; tea-time is the springboard to a discussion of meals which students eat and from there to what they eat. Then, ideas of nutrition or cleanliness can be worked in. And so the teacher quietly but persistently can do his part in public health education: quietly because he doesn't need the fanfare of a public meeting and persistently because he will see these students regularly for two years.

The teacher in francophone Africa knows that the present educational system does not meet the needs of the country, but this does not mean that English is at fault. The trouble lies in the orientation of the system which makes students reject agriculture and set their sights on white collar jobs. They have seen their parents toil in the fields and yet remain poor while government workers draw large salaries.

Peace Corps teachers and their African administrators agree on the problem, but change is slow in coming because the French African countries are loath to break with French tradition and France's educational system, which they copy. In the meantime, TEFL teachers can stress whenever possible to their students that their country's future rests in their hands as agriculturalists.

Teaching like this aims at long-range goals, ones which the Peace Corps should not forget. The Volunteer teacher has a forum for his ideas both in and out of class. Contact with students leads to meeting parents and groups in the community. From there, the teacher can learn what the people need and how he may help them, thus becoming a "total Volunteer."

In the short run, it might look impressive for the Peace Corps to compute how many wells or fish ponds or latrines were dug per Volunteer per country. But how often will the newly-arrived Volunteer find that his predecessor's work has fallen into ruin or has been abandoned?

The value of a TEFL program cannot be so easily determined because teachers devote themselves to the intangible future instead of the concrete present. When it comes time for the teacher to return to the States, he has no more evidence that his English will be useful to his students and retained by them than the community worker can prove that his work will stand. But if the teacher can honestly say that he devoted himself to his teaching, to his students and to his community, then he needn't worry.

Returned Volunteers see the wisdom of the Peace Corps recruiting ad which shows the identical view of a village before and after the two-year stay of a Volunteer. The returned TEFL teacher knows that though no outward signs may show, he has left knowledge, ideas and impressions for the next generation. Anyone who thinks that an A.B. generalist or rural development worker per se would have made a greater or longer-lasting impression is kidding himself.

MICHAEL SAKS

The writer trained TEFL teachers on his return from Togo and is now teaching English as a native language in Gary, Ind.

Elsewhere in the TEFL world

TURKEY

Undoubtedly it is because I have been phasing myself out of my own TEFL assignment in Turkey for the past several months that David Hapgood's article seemed so penetrating. I would like to stress one point that Hapgood treats only indirectly. He questions the extent to which the subjects of our great experiment will use the English they are taught. The underlying assumption is that they *are* taught English. While this may be true in the elite schools, in the majority of public schools Volunteers teach in it is probably at best a fond illusion.

Hapgood grants for the sake of argument that perhaps 10 out of 100 students will have some use for the English they learn. He neglects to calculate how many out of the 100 are learning enough for it to become useful should the occasion arise. With the inclusion of this arithmetic, his figure is reduced to decimals.

Most Volunteers fabricate a justification for teaching English, or at best pick a minimal alternative purpose for fulfilling their assignments, the most popular of these being the "I Am A Window On The World" point of view. If any of these can stand a second glance by those who hold them, there is not only an inadequacy in Peace Corps programming but in the Volunteer selection division as well.

DALE EVANS

Kastamonu, Turkey

IRAN

I found David Hapgood's article very irritating. He makes a good case for ending all education in French Africa. If it is something the people don't need, why teach them? They don't need algebra or biology any more than English so why not just teach them to read and write and send them home happy but ignorant. He says they don't need English because they aren't "going places." Maybe someday though, the world will come to them.

I can't see ending instruction of any language (the same case is put forward here in Iran) just because no one can see an immediate use for it.

Don't we in the U.S. spend our time learning Spanish or French when we probably won't use it? Let's end useless language instruction in the States, too!

TEFL does have a place in the Peace Corps. Since the law of the host country says English must be studied by high school students, I believe the job should be done well. The host government thinks it is necessary and that should be enough. I can help do the job better as I have one thing to offer: a native speaker's knowledge of English. I am almost finished with my Peace Corps service in Iran and I do not feel my job has been useless for me or my students.

RICHARD H. BEAUPRE

Rasht, Iran

THAILAND

Three cheers for David Hapgood's "Case against TEFL." Here in Thailand the situation is much the same as Africa. Of my secondary school girls in this small town, perhaps 20 per cent will go on to any further schooling. Of those only a small portion will need any English, for most will return from the big cities where they have studied to live out their lives as village schoolteachers.

Yet despite the real question of TEFL's effectiveness here, the Peace Corps is presently expanding the program into the Thai elementary schools. These schools are stocked with children who, in the north, haven't yet learned to distinguish Thai from their local dialect.

Certainly on anyone's list of priorities for Thai development, TEFL must come toward the end. No one can learn anything, much less English, with a sick body, an empty stomach and no motivation. First things first. TEFL must go.

ALEXANDRA KEITH

Chiengra, Thailand

COLOMBIA

I'm a Volunteer teaching English in Colombia. Here, as elsewhere in Latin America, the need for the ability to read English exists for those who want to continue in advanced education. To where can they progress if their university texts are written in English and they are a stranger to the language? In addition, the majority of progressive economic and social influences derive from North America. An ability in English means money to the Latin; the English language is the indirect path to Colombia's expansion. Many Colombians are aware of this change from the Latin language, church hierarchy or Roman domination to the English language, machine hierarchy or *gringo* domination.

As for the teaching of English through TEFL programs, the programs must be divided according to country. In Colombia, there is an institute run by Colombians who use a method based on texts written by linguists from the University of California at Los Angeles. The oral method of language learning is being propagated by waves of Peace Corps Volunteers in a highly structured program.

JOSEPH G. NALVEN

Cali, Colombia

TUNISIA

Sinclair Lewis' Babbitt was a Right-Thinking man—much like David Hapgood. Babbitt was ever so happy when his boy went off to the State University, but he worried that the boy wouldn't study a Useful discipline that would help him Get Ahead.

Similarly, Mr. Hapgood worries that English does not serve a "useful purpose" for 2 or 3 out of 100 students in French Africa where the Peace Corps is teaching it.

Babbitt, a Solid Man in his community, retained a middle class belief in education. He probably would shake his head in wonder when Hapgood says, "In Africa today, a growing number of people believe, most schooling does more harm than good."

Like Square old Babbitt, I have to ask, "Why?" Mr. Hapgood modestly allows that he has built an "impressive case" against TEFL. He has shattered lingering hopes that French African children will ever speak English. I myself wonder what language Mr. Hapgood studied in school and if he speaks it fluently now. Perhaps he has learned a foreign language. But I wonder how many other Americans ever speak the foreign language they study —maybe 2 or 3 out of 100.

Each day when I enter my classes I can see that most of my students won't learn English. But I know too that in each class I play God for one hour a day. I teach English as best I can. And the byproducts: I teach health. I send the sick to the infirmary. I teach manners. If a child is undisciplined, I tell him so. I demonstrate a culture that is not African and not French. It's American.

I don't love TEFL teaching. But as an A.B. generalist who has studied Latin (as a foreign language), read Greek authors, and studied biology, I must decry Mr. Hapgood's awkward attempt to measure education in utilization terms.

JIM HERZOG

Maktar, Tunisia

WASHINGTON

A lot could be said about David Hapgood's critique of TEFL but let me comment on one aspect: Hapgood's view of education as a strictly utilitarian exercise.

"Only a handful" of the students that Volunteers teach "will have any particular need for English," Hapgood says, so it is a waste of their time and ours to teach it. The same, I suppose, could be said of math beyond addition and subtraction, of physics beyond the lever and the wheel, and art, history and other humanistic studies. Who needs them on the farm? Or digging ditches? Or selling stamps at the post office? These were the arguments made 50 years ago for teaching only vocational subjects to American Negroes.

But Hapgood suggests that for those Africans who will become "airline hostesses, diplomats and hotel waiters" we hold separate English classes. This presupposes identifying them while they are still in school—perhaps by aptitude tests? Heaven save Africans (and the rest of us) from an educational system which tags people and offers them the subjects which will fit them for the future life which the system has chosen for them. What Hapgood proposes is essentially a gigantic track system.

The basis for Hapgood's reasoning is his definition of education as "only

the organized means by which one generation indoctrinates the next." That was certainly never the Peace Corps definition, nor the definition of any educator worthy of the name. I think that defines the very opposite of education, which to me is the means by which one generation seeks to equip the next to do better than it did. I also think that's what the Peace Corps is trying to do.

ROGER KUHN

Washington, D.C.

The writer, a professor of law at George Washington University, formerly was deputy director of the Africa Regional Office of the Peace Corps, and director of Volunteer Support.

MICRONESIA

David Hapgood has done an excellent job of meeting all the bad arguments that are given in support of TEFL. He has also completely ignored the one good argument that can and should be given in support of TEFL. This is that our real business with TEFL is educating teachers, and almost any subject is worth teaching if it gets us into the schools. English is the one subject we can teach with only a slight knowledge of the host language. Moreover, it seems to be at least a "marginal enterprise" even with only the secondary arguments that Hapgood admits for it. Add to these the chance to improve the teaching of our colleagues, and to show just how exciting education can be, and we have altogether a different situation from the one Hapgood considers.

If this line of thought seems radical, it can only be because the Peace Corps has failed to define its goals in education properly. A Volunteer farmer does not go to Kenya just to farm for two years, or an X-ray technician just to take pictures. They also go to train men to replace them, and it should be the same way with educators, even English teachers. My argument does not really make sense if, as Hapgood asserts, "education is only the organized means by which one generation indoctrinates the next." (The concept he has in mind is not "education" but "indoctrination.") The means by which one generation helps the next prepare to take care of itself is education. Almost any teacher can, with practice, program a child to solve a mathematical problem, or repeat a sentence on cue. The harder part of teaching, and the more important part, is to make a classroom a place of discovery; to get the student, occasionally, a little ahead of the lesson.

If our Peace Corps teachers are only giving people useless information we should "phase out." On the other hand if we are truly involved in education, if we are bringing ideas, and classrooms, and possibly students to life, then Hapgood's statements about the value to Africans of speaking English are not entirely to the point.

Hapgood disparages "our American obsession with education," which he equates with "schooling." Judging from my own training experience, the Peace Corps often makes the same mistake. Again, education at its best should be more than just schooling, or preparation for something; it should be wrapped up in the thing itself. Similarly, an educator, ideally, is not set apart in his classroom, living his life solely in his mind or (at the other extreme) dividing his world into "school" and "life." He is using his mind to examine, criticize and enrich his entire life. A good Peace Corps Volunteer, involved in an entire community, demonstrates the practicality and hopefully the pleasures of this kind of life.

The concept of education that I am outlining is a peculiarly Western value (and by "value" I don't mean "trait"), and it is precisely because we value it that we should offer it to anyone who is interested. To offer our best ideas, for someone else to accept as he chooses, is not the simple matter of "showing them what Americans are really like."

I don't think "subject matter" is unimportant; and I don't advocate teaching completely useless subjects. But "subject matter" is not everything, especially in the elementary grades. Hopefully, Peace Corps teachers are teaching more than English; they are teaching their students and fellow teachers a lot about education. If, as Mr. Hapgood states (and I believe), TEFL is an enterprise that must be weighed against the value of sending more public health workers and rural development people, then it should be weighed with all its values on the scale.

GRAHAM MCBRIDE

Nukuoro, Micronesia

Three deaths in Peace Corps: one staffer, two PCVs

Three members of the Peace Corps died in February. They were George Puerschner, deputy director of the Marshall Islands District of Micronesia; William J. Reiser and Bruce E. Gould, Volunteers in Ghana and the Philippines, respectively.

Puerschner, 28, a former Volunteer in the Philippines who rejoined the Peace Corps as a staff member last year, drowned February 14 while swimming off the island of Majuro. Among his survivors is a sister, Karl Ann, Peace Corps administrative assistant in the Ivory Coast. Services for Puerschner were held in Cranbury, N.J.

Reiser, 24, a geologist, was killed February 10 when the jeep in which he was riding went out of control and overturned near Kibi, Ghana. Two Volunteers with him escaped injury. Reiser joined the Peace Corps in 1965 following graduation from Ohio State University. Services were held in Huron, Ohio.

Gould's death on February 13 was attributed to excessive consumption of malarial suppressives. He was 25 years old, held journalism degrees from Northwestern and Columbia universities, and had been a teacher in the city of Masbate for 17 months. A memorial service was held in Masbate, with funeral and burial in Robinson, Ill.

Expansion in Africa

Add The Gambia and Upper Volta to the Peace Corps map. Both of the sub-Sahara African nations will receive their first Volunteers next October.

Director Jack Vaughn announced that 18 Volunteers would be involved in various rural development projects in The Gambia, the tiniest nation in Africa, and that 51 Volunteers would go to Upper Volta, 30 in rural development and well construction and 21 in public health education.

The Gambia operation will be administered by an associate director based in the capital, Bathurst, who will report to the country director in neighboring Senegal.

Out of East Africa, an alienation from two worlds

By **RICHARD LIPEZ**

AN AFRICAN SEASON. *By Leonard Levitt. Simon and Schuster. 223 pages. $4.95.*

Leonard Levitt has written an excellent narrative of selected experiences of his as a Peace Corps Volunteer in East Africa. I say selected because in *An African Season* we do not have the whole story, just the best part, the encounter with some African people. Though the book is not fictional, Levitt has the good novelist's feel for picking and choosing those episodes which most clearly and forcefully reveal his main idea.

There is none of the "and then we . . . and then we" writing—beginning the first day of training and ending, if the reader makes it that far, two years later at Kennedy Airport—that has made some other books about the Peace Corps tedious and confusing. In fact, Levitt never mentions the Peace Corps.

The Peace Corps idea is there throughout *An African Season,* but the institution is dragged in only a few times (and even then not by name) to clutter up the proceedings with movie projectors and poker games. There may be some message in this for the Peace Corps, I'm not sure. In any case, the book as a work of art (the first by a former Volunteer) is stronger for this omission. Levitt simply remembers some of his own horrors and delights while living and working among black and white Africans, and he does it beautifully.

Most of *An African Season* covers Levitt's first nine months of living and teaching in a rural upper-primary school. There is a running description of Levitt's new physical world—mud huts, spiders, bats, home brew, stinking latrines, a hot bath at the white planter's house, shining black breasts (through 223 pages Levitt never quite loses his American Gee Whiz! mammary fixation).

These accurately recorded impressions, however, never obscure the less tangible forces that give Peace Corps life its peculiar flavor. We see Levitt in his early days revelling in the deceptive easy victories Volunteers know: wowing everybody on the village road with a few phrases of greeting in the local dialect, being taken into the teachers' brotherhood. We see Levitt walk the familiar Volunteer tightrope as he is required to clarify his loyalties—to the European farmers, locked into their memories of a fading white man's Africa, or to the Africans, as they move in confused fits and starts into the modern world. This tightrope act is a ritual of diplomacy early in the book (Levitt opts for the Africans nearly every time) but as the nine months go by the choice becomes less relevant. For Levitt comes to realize that he is alienated from both worlds. His youthful American egalitarianism cuts him off from the Europeans, and his Western rationalism cuts him off from the Africans.

When the melancholy realization of this alienation sneaks up on Levitt, he does not retreat, disillusioned, into the Volunteer subculture, as many Volunteers do, but continues the struggle to come to terms with people he somehow loves but cannot understand. Though Levitt would probably deny it, this effort is heroic. Though it is futile, the effort gives meaning to Levitt's life as a Volunteer, and to the Peace Corps.

There is one terrifying scene in which Levitt tries to get close to the Africans by becoming one of them. He pretends to use witchcraft to con an African teacher into paying a long overdue debt. It works, but Levitt's guilt only confirms his alienation.

The second part of the book covers a vacation trip Levitt made to Rhodesia and South Africa. Again, he is cut off from people—this time because the South African whites regard black Africans as overgrown children, a notion which haunted the author himself in East Africa, but a notion Levitt could never accept. The white South Africans Levitt meets sense this. A few of them struggle tentatively to understand Levitt, but it is easier to identify him simply as a traitor to his race and let it go at that. Levitt returns to East Africa and the exasperation of his love-hate for the black Africans he will live and work among, but not with, for another year.

Levitt's prose style is clear and unaffected. He does not write about East Africa as beautifully as Isak Dinesen did, but Levitt has written the first book in some time which even suggests such a comparison. I recommend it.

Richard Lipez was a Volunteer in Ethiopia and later an evaluator for the Peace Corps. He is currently working on a book about teaching in Ethiopia.

LETTERS TO THE VOLUNTEER

Change on two levels

To THE VOLUNTEER:

Concerned with what appear to be trends toward easy-to-count, tangible, technological goals in Peace Corps planning, I was glad to see Tom Newman's well-written article ("Seeking new priorities from old goals"), giving some very sound ideas as to the real needs to which the Peace Corps should address itself.

Unless the Peace Corps can work for developmental change both on the economic and the cultural levels, working with all that interwines the two in each society to which it sends Volunteers, it will not take the unique place it should in the history of international aid.

JIM RUGH
Peace Corps Field Officer
New Delhi, India

Keep better records

To THE VOLUNTEER:

Recently I was moved to a new town to continue my program. I arranged for a ride to the Peace Corps office in the capital with the intention of reading the termination reports of ten Volunteers who were here before me. To my dismay I discovered that five never were on file, one was misplaced, three had written a half page outline (they said they worked with pigs, cattle, and plants sometimes), and the last Volunteer was an Ernest Hemingway with about ten written pages describing five projects he had worked on. Though he was working in a different field entirely, one project directly pertained to my work. He had the names of a committee that allowed me to get some important information and make some contacts.

It seems that with a little more emphasis on the information of the termination reports a great deal could be accomplished for other Volunteers.

ROBERT HARGREAVES
Las Matas de Farfán
Dominican Republic

For equitable allowances

To THE VOLUNTEER:

When some fortunate Volunteers receive a salary which enables them to stow away savings to make up for the inadequacy of our readjustment allowance, where does that leave us Volunteers in countries whose salary is less to begin with than many others are able to save?

In Nepal our living allowance is approximately $50. I've met several Volunteers from other countries who say they are able to save $50 or more each month.

Even in Nepal, you can't do much saving on $50, and to further insure against savings, we may be faced with a Peace Corps regulation by which a limit of $50 worth of Nepali rupees can be converted upon our termination.

The present situation provides no equitable system whatever. What should we as Volunteers do to speed up the process and help bring the readjustment allowance up to today's cost of readjusting—write our congressmen?

SYLVIA CLUTE
Taksar, Nepal

Expensive malts

To THE VOLUNTEER:

I heartily agree with readjusting the readjustment allowance. By the time a Volunteer arrives back in the States, has one dentist appointment, visits the nearest clothing and shoe stores and has a malted milk at the nearest delicatessen he probably finds his allowance in the red.

Since the Peace Corps is attempting to hire more and more qualified teachers and professionals and these people are being asked to do a very demanding service, they should be paid accordingly. I'm suggesting the Peace Corps pay an equivalent U. S. salary to the Volunteer out of which his set living allowance would come. I feel that a Volunteer would not have ambiguous, often incongruous objectives if he would be considered a teacher, being paid a teacher's salary and living at the host country counterpart's level.

SIDNEY FELDMAN
Dire Dawa, Ethiopia

We welcome readers' opinions on subjects of general interest to the Peace Corps. Letters are subject to condensation.

The real difficulties

To THE VOLUNTEER:

The letter from a Volunteer mother, Mrs. Gale Ziegler (December) suddenly hit me with the great difficulty our "constituency" at home has in understanding what is discouraging and difficult for us in our period of service and what is not.

I have talked to many Volunteers and not one of them has ever complained about his physical conditions. Meager rations and living conditions seem to have very little to do with any problems we have in our host country. Any Volunteer can tell you how much more discouraging it is not to be able to find a way of contributing his help to a situation that can use it, or how much more discouraging it is to realize a general gap in understanding and not know how to bridge the gap.

It is discouraging when no interest in our work is shown by our host country supervisors and co-workers, but what can anyone outside the situation do to kindle interest? What can giving a Volunteer and his co-workers all the materials they want do about the basic problems of removing apathy and changing attitudes? Attitude change and stimulation to work are a result of exchanges between personalities, display of new ideas, effective advice, much thought, etc. Change begins with presentation, in an honest and basic manner, of new ways of doing things. Getting food from home for undernourished children is one thing, but it is something else to make their parents understand why it is worth going out of their regular pattern of life to obtain it.

We try to gain our hosts' respect so that they will at least consider our ideas and methods of doing things as another way, along with theirs, of solving the problems of living. Ah, cold water, dull light and a Muslim mother walking two miles daily to get her baby fed because she understands why.

MRS. KAREN M. BOLTON
Baswa, Rajasthan
India

From another mother

To THE VOLUNTEER:

In her request for others' opinions of her complaints of "meek rations, lowest living standards in the host country" etc., I would imagine Mrs. Gale Ziegler, the mother of a Peace Corps Volunteer, would like the opin-

ion of another mother of a Volunteer. I probably could sum up my whole reply by simply stating that Mrs. Ziegler appears to be reluctant to cut the apron strings.

But there is more to it than that. This "hand" she speaks of as extended from the American Volunteers "without a gun in it" to a host country is equally matched by that host country —a thing I have found most comforting. The "sacrifice" she speaks of should not be regarded as such, since the role of the Volunteer begins with his (or her) identification with the people with whom he will be working. If the Volunteer were not able to take all of this in stride, he would not have been selected for the job.

Personally speaking, I have watched my own daughter mature through her letters home: a distinct *kind* of maturity which does not compare to normal development by our standards. Mrs. Ziegler, we don't *need* another foreign aid program. We have the Peace Corps, and its offerings of the little things in life bring all of us closer to humanity and, ultimately, the larger things will follow.

Our Volunteers, like sunflowers, stoop as they grow and in their passing leave richer soil behind.

MRS. IRENE J. AARON
Baltimore

Use your ingenuity

TO THE VOLUNTEER:

In reply to the mother: a Peace Corps Volunteer should have the ingenuity to make living conditions more acceptable—as for waiting for leaders to cooperate and show an interest, I feel it is up to the Volunteer to find satisfaction in the work without waiting to be appreciated.

As for having materials available, my understanding was that a Volunteer was to start with routine materials and build from there. I know that isn't easy but there are ways to get help. I know because I have been there. Certainly one does not always attain the goal, but there is a challenge in trying.

MRS. RENA DAVIDSON
Former Volunteer
Pasadena, Calif.

CORRECTION

Author of the three-photograph sequence of an Ethiopian classroom in the February issue was incorrectly identified as John Coyne. The photographer was COR Shlomo Bachrach.

Memorandum

TO : The field DATE: April, 1967
FROM : The editors
SUBJECT: Looking homeward

Jeffrey Mareck had a penchant for doing his Peace Corps travels the hard way. But his comings and goings have made him one of the best known Volunteers in Africa. After finishing Peace Corps training a doctor said he couldn't go overseas because of a childhood injury. Mareck went to Sierra Leone anyway, at his own expense. It was a *fait accompli* and he was taken on as a Volunteer. On completing service two years later he planned what he calls "real relaxation" in his homeward journey. He bought a battered jeep, installed an 82-gallon gas tank and took off down the "Algiers-Capetown Freeway." He became a roving mechanic, repairing Peace Corps and AID vehicles (in Ethiopia he ruined a staff vehicle, but elsewhere his mechanical labors are remembered fondly—in Gabon, for example, he lost 30 pounds during a 46-day stretch of repair work), down the West African coast, across to East Africa and up to Suez and Turkey. There he ran into Turkey Peace Corps director Don McClure, who had been his country director 18 months earlier in Sierra Leone. After visiting 33 countries and travelling more than 30,000 miles, Mareck showed up at his home in California—in the jeep. His conclusion: "No sir, I wouldn't do it again."

Almost home: Mareck and his jeep in front of Buckingham Palace in London.

□ □ □

Signs of the RPCV times: 800 returned Volunteers signed a letter to President Lyndon Johnson suggesting that U.S. policy in Vietnam is undermining the contribution that Americans can make toward a peaceful world . . . former Volunteers in Detroit are putting out a service organization bulletin called "Home Front News" . . . ten members—almost one third—of the newest class of Foreign Service officers are former Volunteers . . . a sign without a picket at Warren Wiggins' farewell party read: "Bring Back the Closed Society." And Wiggins, who is hiring former Volunteers, was introduced as "the No. 1 Used Volunteer Dealer in America. . . ."

BEWARE OF THE PEACE CORPS
DEAR BROTHERS,
You know only too well
the "civilising mission"
the former European colonisers of Africa.
See that the American neo-colonialists do not
succeed in double-crossing the peoples of Africa
a second time!
The existence of the Peace Corps and its
activity in Africa must arouse the anger and protest
of free peoples. It is time the Americans remembered
that we have dignity, and that we do not need the
teachings and instruction of the so-called "specialists"
of the Peace Corps. This has long been known as the
Pest Corps, which spreads its "ideals" through Africa,
corrupting and lowering the moral standards of our
youth.
African youth does not need the services of the newly
appeared missionaries of the Pest Corps. We
do not need American graduates in espionage
nor uneducated ignoramuses, pretending
to the role of educators and benefactors
of the African peoples.
Self-respecting governments and
all honourable sons of Africa
must reject with disgust service
of the Pest Corps volunteers.
Now every honourable
African must say to the
volunteers of the United States
special services: Get out of
Africa, quick: Go back to
your much-advertised
America and start your
civilising mission at
home.
The Freedom for
Africa Movement
calls on all to
say sternly
PEST CORPS OUT OF AFRICA!

Somebody who didn't like the "Pest Corps" was dropping leaflets in at least seven African nations during February in the name of the "Freedom for Africa Movement." The hairy-legged Volunteer taking his lumps at the left, above, and the prose on the right were reproduced on opposite sides of a yellow mimeographed leaflet posted in East Africa. Nations where the leaflets were reported seen included Uganda, Tanzania, Ethiopia, Liberia, Ghana, Tunisia and Libya.

VISTA cooperation

Some 500 Peace Corps trainees will participate in the U.S. war on poverty next summer through the VISTA Associates program. It will be the first cooperative venture between the two volunteer agencies.

The Peace Corps contingent will consist of college juniors in the initial stage of their preparation for overseas service. They will be among 2,000 VISTA Associates working with the poor. Most of the Peace Corps trainees will be posted in Appalachia and the Southwest during the ten-week program.

VISTA (Volunteers In Service To America) introduced the Associate program last summer and it attracted many short-term volunteers. This summer's coordinated program will be administered by VISTA through contracts with private agencies. The Peace Corps will invite the 500 applicants, and will assist in their orientation and assessment. At the end of the summer the Associates who opt for the Peace Corps and who are favorably assessed as potential Volunteers will be invited to a specific Peace Corps program. They will enter a condensed training program in the summer of 1968 after finishing college.

It is anticipated that about a dozen former Peace Corps Volunteers will be hired as staff members for the Associates program, functioning in both field and support capacities.

Unlike the Advance Training Program of recent years, the VISTA-Peace Corps effort will consist entirely of a field experience. Advance training has contained other components such as language and cross cultural studies; this program will be continued in 1967, with an estimated 270 ATPs, and will be separate from the Associates training.

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